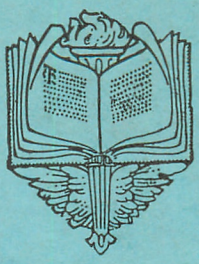
County Course of Study

LEWIS COUNTY, WASHINGTON

1932 - 1933



HARVEY H. HURD
County Superintendent of Schools
Chehalis, Washington

THE ADVOCATE OF CHEHALIS

Lewis County Schools

Chehalis, Washington,

September 6, 1932.

To Lewis County Teachers:

A constructive effort has been exerted by school officials and teachers of Lewis County to better systematize and coordinate the schools, and to secure a fair degree of uniformity in the equipment, management, supervision and teaching service. The fine spirit of cooperation of all concerned has made these efforts fairly successful. We solicit your further assistance through individual service and team work to improve still more the standards of the Lewis County Schools.

The County Institute of one day is largely given over to matters of organization and preparation for the year's work. The second and third days of Institute will be held on October 17 and 18 in conjunction with the W. E. A. at Longview.

This Course of Study has been planned to supplement the State Course of Study, a copy of which should be in every school room, and to adapt it to the use of the books adopted for Lewis County.

It is advised that the teacher read carefully that part of the State Course outlining the subject to be taught and then make an extensive study of that part of the course covering the field in the subject which the teacher is to teach.

We earnestly solicit your attention to every subject in the Manual and its regular use by all teachers. When further information or direction is desired, we shall gladly respond to your request.

Very truly yours,

DOROTHY E. HIMES HARVEY H. HURD.

The Teacher's Creed

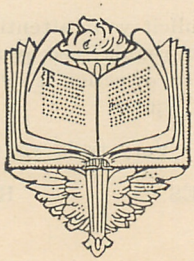
I Love to Teach

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—WILLIAM HOWARD PHELPS.



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Lewis County School Calendar

1932-1933

Labor Day	September 5, 1932
Institute (Local)	September 6, 1932
School Opens	September 7, 1932
Institute (Longview or Tacoma)	October 17, 18, 1932
Thanksgiving Holidays	November 24, 25, 1932
Christmas Vacation	December 24 to January 1, inclusive
Washington's Birthday	February 22, 1933
Memorial Day	May 30, 1933

1st month ends September 30	19 days taught
2nd month ends October 28	20 days taught
3rd month ends November 23	18 days taught
4th month ends December 23	20 days taught
5th month ends January 27	20 days taught
6th month ends February 24	19 days taught
7th month ends March 24	20 days taught
8th month ends April 21	20 days taught
9th month ends May 19	20 days taught
10th month ends June 2	9 days taught

The register of each teacher must show:

176 days taught for a 9 months term.

185 days taught for a 9½ months term.

SPECIAL DAYS

Hollowe'en	October 31, 1932
Victory and Admission Day	November 11, 1932
Temperance and Good Citizenship Day	January 16, 1933
Lincoln's Birthday	February 12, 1933
St. Valentine's Day	February 14, 1933
St. Patrick's Day	March 17, 1933
Community Center Day	May 5, 1933

General Suggestions

1. Place your State and County Courses of Study where they are easily accessible. They are for your constant use.

2. Meet the requirements of the law by seeing that your daily program is posted upon the wall of your school room. See State Course, pages 12-13, for suggestions as to making one.

3. Keep your register up to date and make all reports to this office promptly. If teaching in a two-room school or more, make reports to the principal, and he, in turn, will report to us, unless a special report is required from you personally. In consolidated schools having several one-room schools, reports should be mailed directly to the county office by each teacher. Monthly report forms will be supplied.

4. Study the "Method of Keeping Register." This may save you considerable trouble at the close of the school year in making your final reports.

5. Follow the "School Calendar." This will help you in keeping your register. School must continue every day according to the schedule given in the calendar. If you are ill or for any reason cannot teach notify the clerk or the county office and we can supply a teacher within an hour's notice.

6. Report promptly all cases of unwarranted absence of tardiness. Much of this difficulty may be overcome without the aid of the County Superintendent if you will talk the matter over with the parents. Children 8 to 16 must attend school until the eighth grade is completed.

7. By working out successful combinations, one may avoid a needless number of short period classes in rural schools.

8. If you will make the school room neat and attractive, the pupils will be more likely to assist you in keeping it in that condition. It is a necessary part of the pupil's training to be taught to be systematic in the care of his property and surroundings. The same rule applies to the school grounds and out-buildings.

9. Even though your schedule may be overcrowded, it will pay to take time for occasional brief rest periods during the day. Time will be gained by a few minutes of breathing exercises, marching or calisthenics. The law requires twenty minutes a day for physical exercises.

10. Refer frequently to the "Rules and Regulations by the State Board of Education" found on the inside cover of your register giving points which you will meet every day.

11. At all times try to get the viewpoint of the parent. Your own viewpoint will be interesting and helpful to the parent if offered in a tactful and considerate manner. In order to do our best we must have the co-operation of the pupils and their parents.

12. "Reminders:"

a. Report cards should be sent out every six weeks.

b. Fire drills must be held at least twice a month.

c. Physical training must be given in compliance with the law, 20 minutes daily.

d. The Flag must be displayed and saluted once each week according to the law. See State Course, page 23.

13. The preparation of the seat work is a very important part of the rural school work, for here especially the pupils spend much more time in preparing their lessons than in actual recitation.

14. Do not accept written work that is untidy or in any way shows carelessness. Remember always that holding the pupils to the development of the correct habits is the most important part of a teacher's work. In this be vigilant. Habits of carelessness formed in youth are among the greatest causes of failure in life.

Text book Adoptions for Lewis County Schools

REVISED JUNE 1, 1932

The textbook publishing houses have named the J. K. Gill company of Portland, Ore., and John W. Graham & Co., of Spokane, as the depositories from which this territory will be supplied with books. Below is found a price list of the adopted textbooks for use in Lewis county schools. The wholesale price is 15 per cent off the retail price which is given.

READING

BASAL—	Date Adopted	Grade	Price
Work-Play Primer	1932	1	.52
Work-Play First	1932	1	.52
Work-Play Second	1932	2	.64
Work-Play Third	1932	3	.68
Fact and Story Fourth	1932	4	.84
Fact and Story Fifth	1932	5	.92
Fact and Story Sixth	1932	6	.96
Fact and Story Seventh	1932	7	.96
Fact and Story Eighth	1932	8	.96
FIRST CO-BASAL—			
Fact and Story Primer	1932	1	.60
Fact and Story First	1932	1	.68
Fact and Story Second	1932	2	.76
Fact and Story Third	1932	3	.84
Bolenius Fourth	1927	4	.72
Bolenius Fifth	1927	5	.76
Bolenius Sixth	1927	6	.80
Reading and Living, Book One	1927	7	.96
Reading and Living, Book Two	1927	8	.96
SECOND CO-BASAL—			
Pathway to Reading Primer	1927	1	.68
Pathway to Reading First	1927	1	.68
Pathway to Reading Second	1927	2	.76
Pathway to Reading Third	1927	3	.84
Pathway to Reading Fourth	1927	4	.88
Pathway to Reading Fifth	1927	5	.92
Pathway to Reading Sixth	1927	6	.96
Pathway to Reading Seventh	1927	7	....
Pathway to Reading Eighth	1927	8	....

SUPPLEMENTARY READING

Everyday Classics (1-8), Bolenius (1-6), Pennell & Cusack

(1 6), Lincoln Reader (1-8), Reading & Literature (7-8), Poetry Book (1-8), Study Readers (1-6).

ARITHMETIC

Strayer-Upton Lower Grades	1930	2-3-4	.72
Strayer-Upton Middle Grades	1930	5-6	.76
Strayer-Upton Upper Grades	1930	7-8	.84

GEOGRAPHY

Shepherd, Geography for Beginners	Retained	3	.90
Knowlton, First Lessons in Geography (Suppl.)	1930	3	.96
Knowlton, Introduction to World Geography	1931	4	1.32
Dodge-Lackey, Elementary Geography	1931	5	1.48
McMurray-Parkins, Elementary Geography (Suppl.)	1931	5	.84
Dodge-Lackey, Advanced Geography with Washington Supplement	1931	6-7-8	1.78

HISTORY

Wilson, History Reader	1930	3	.96
Gordy, Leaders in Making America	1927	5	1.20
Halleck-Frantz, Our Nation's Heritage	1929	6	1.12
Halleck-Frantz, History of Our Country	1931	7-8	1.60

CIVICS

Government in the State of Washington		7	....
The Constitution of Our Country	1929	8	.76
Lessons in Citizenship and Washington Supplement	1930	7-8	1.32

LANGUAGE AND GRAMMAR

American Language Series Book Three	1932	3	.60
American Language Series Book Four	1932	4	.60
American Language Series Book Five	1932	5	.64
American Language Series Book Six	1932	6	.64
American Language Series Book Seven	1932	7	.68
American Language Series Book Eight	1932	8	.72

PHYSIOLOGY

Jenkins, Stories of Health and Happiness	1930	3	.68
Winslow, Healthy Living Book I	1930	4-5	.80
Winslow, Healthy Living Book II	1927	6-7	1.00
Ritchie, Primer of Physiology (Suppl.)	1927	7	.68

SPELLING

Correct Spelling Book Two	1930	2	.44
Correct Spelling Book Three	1930	3	.44
Correct Spelling Book Four	1930	4	.44

Correct Spelling Book Five	1930	5	.44
Correct Spelling Book Six	1930	6	.44
Correct Spelling Book Seven	1930	7	.44
Correct Spelling Book Eight	1930	3	.44

MANUAL TRAINING

Burton's Shop Projects	Retained	8	1.60

DOMESTIC SCIENCE

Household Arts for Home and School Book 1	Retained	7	1.32
Household Arts for Home and School Book II	Retained	8	1.32

WRITING

Palmer Method Handwriting	1930	1-2	.15
Palmer Method Handwriting	1930	3-4	.15
Palmer Method Handwriting	1930	5-6	.15
Palmer Method Business Writing	1930	7-8	.20

DRAWING

Industrial and Applied Art Books Book I	1930	1	.24
Industrial and Applied Art Books Book II	1930	2	.24
Industrial and Applied Art Books Book III	1930	3	.24
Industrial and Applied Art Books Book IV	1930	4	.24
Industrial and Applied Art Books Book V	1930	5	.24
Industrial and Applied Art Books Book VI	1930	6	.24
Industrial and Applied Art Books Book VII	1930	7	.24
Industrial and Applied Art Books Book VIII	1930	8	.24
Lester-Great Pictures and Their Stories Book I-III	1930	1-3	.72
Lester, Great Pictures and Their Stories Book IV-VIII	1930	4-8	.80

MUSIC

Gordon & Curtis, Music for Youth		----	----

HIGH SCHOOL ADOPTIONS

Wells & Hart, Modern First Year Algebra	1930	9	1.28
Wells & Hart, Modern Second Year Algebra	1930	10	1.28
Stone-Mallory, Modern Plane Geometry	1932	10	1.40
Stone-Mallory, Modern Solid Geometry	1932	11	1.36
Dull, Modern Physics	1932	12	1.80
Gray & Jenkins, Latin for Today	1932	9	1.40
Gray & Jenkins, Latin for Today	1932	10	1.08
Chardenal, The Phonetic French	1930	....	1.80
Hall, Poco a Poco	1930	....	1.48
Tressler, English in Action, Book I	1932	9	1.20
Tressler, English in Action, Course II	1932	10	1.08

Tressler, English in Action, Course III	1932	11	1.20
Tressler, English in Action, Course IV	1932	12	1.20
Greenlaw & Others, Literature & Life, Book I	1932	9	1.80
Greenlaw & Others, Literature & Life, Book II	1932	10	1.92
Greenlaw & Others, Literature & Life, Book III,	1932	11	2.00
Greenlaw & Others, Literature & Life, Book IV,	1932	12	2.20
Transeau, Science of Plant Life	1930	10	1.68
McPherson, H. & F., Chemistry for Today	1930	11	1.80
Clement-C. T., Our Surroundings	1930	9	1.68
West's World Progress	1930	....	2.00
Robinson & Breasted, Ancient and Mediaeval	1930	10	1.96
Robinson & Breasted, Our Own Times	1930	11	1.96
Channing's Student History of United States	1930	12	2.20
Magruders American Government	1930	12	1.60
Matthews Elementary Home Economics	1930	....	1.40

SUPPLEMENTARY LIST

NATURE SCIENCE

Payne, B. S.-Elementary Science, Book I	1929	4	.72
Payne, B. S.-Elementary Science, Book II	1929	5	.72
Payne, B. S.-Elementary Science, Book III	1929	6	.76
Payne, B. S.-Elementary Science, Book IV	1929	6	.76

PHYSIOLOGY

Newmayer & Broome—Health Habits	1930	4	.72
Beeson—The Health Game	1930	5	.72
Hutchinson—The Child's Day	1930	6	.76
Pickard, Industrial Work for Girls	Retained	7	.60

GEOGRAPHY

Chamberlain—How We Are Fed	1929	4	.88
Chamberlain—How We Are Clothed	1929	4	.88
Chamberlain—How We Are Sheltered	1929	4	.88
Chamberlain—How We Travel	1929	4	.88
Aitchison & U—Across Seven Seas	1930	4	.88
Franck—South America	1929	5	.96
Franck—Mexico and Central America	1929	6	.96
Franck—Japanese Empire	1929	7	.96
Franck—China	1929	8	.96
Rolft—Our National Parks Book I	1929	7	1.00
Rolft—Our National Parks Book II	1929	8	1.00

HISTORY

Coffman—Age of Discovery	1929	4	.72
Coffman—New World Settlement	1929	4	.72
Coffman—Growth of the Colonies	1929	4	.72
Morton—Colonial Life in America	1929	4	.72
Southworth—What the Old World Gave the New	1930	6	.96

Social Science Library

(See State Course, pages 204-231)

FIRST GRADE

Billy Boy's Book, Hanthorn, Benj. H. Sanborn.
The Safety Hill of Health (Book I), Lummis and Schawe.
Citizenship Readers (A Happy Day), Lippincott.
Citizenship Readers (Home), Lippincott.
Citizenship Readers (City and Country), Lippincott.
Bob and Baby Pony, Martin-Hill, Scribners.
At the Farm, Martin-Hill, Scribners.
At Home, Martin-Hill, Scribners.
Bobby and Betty Series, Dopp, Rand McNally Company.
Bobby and Betty in the Country, Dopp, Rand McNally Co.
Bobby and Betty with the Workers, Dopp, Rand McNally Co.
Bobby and Betty at Play, Dopp, Rand McNally Company.
Bobby and Betty at Home, Dopp, Rand McNally Company .

SECOND GRADE

Billy Boy on the Farm, Hanthorn, Benj. H. Sanborn.
The World of Living Things, Hale.
Building My House of Health, Lummis & Schawe.
Everyday Doings in Healthville, Serl.
Tales and Travel, Martin-Hill, Scribners.
Citizenship Readers, School Days, Lippincott.
Farm Twins, Perkins, Houghton, Mifflin Company.
Little World Children, Scantleburg, Ginn and Company.

THIRD GRADE

In Kimona Land, Yule.
Road of Health to Grown Up Town, Lummis & Schawe.
Stories of Health and Happiness, Jenkins.
Citizenship Readers, Good Citizens Club, Lippincott.
New Stories and Old, Martin-Hill, Scribners.
How the Indians Lived, Dearborn.
Stories of Bird Life, Pearson, World Book Company.
Child Life in Other Lands, Perdue, Rand, McNally Company.

NOTE: Nature Study, Geography, History and Physiology are to be combined into a social science course in the first three grades. The above list of books is to be used for supplementary reading in the first three grades. At least one copy of each should be in every school library.

State Board Rules Governing Eighth Grade Examinations

DATES OF EIGHTH GRADE EXAMINATIONS

January 19 and 20, 1933.
May 18 and 19, 1933.
June 15 and 16, 1933.

PROGRAM FOR EXAMINATION

THURSDAY

Beginning at 9 a. m.—Grammar and Spelling.

Beginning at 1 p. m.—Reading, Industrial Arts, Home Economics and Agriculture.

FRIDAY

Beginning at 9 a. m.—Arithmetic, Geography, Hygiene.

Beginning at 1 p. m.—History and Civics complete, Penmanship.

1. Pupils must make an average of not less than 80 per cent, and must not fall below 60 per cent in any subject.

2. A grade of 80 per cent or above in any subject may be retained permanently, but no grade of less than 80 per cent shall be used except at the examination when such grade was made. Provided, that where the State Board requires that a subject be terminated in the middle of the eighth year, grades of 60 per cent and above may be retained. This applies to geography only.

3. The subject of hygiene and physiology may be completed at the end of the seventh year, or at the January, May or June examinations of the eighth grade. Geography shall be continued for at least one semester of the eighth grade.

4. The general questions must be answered by all applicants at each examination, but may be answered at any convenient time during the examination.

5. No pupil shall be recommended by the county superintendent for his eighth grade diploma who does not show to the examining board that the work in all subjects has been regularly and satisfactorily completed in the grades.

The basis of permitting a pupil to take the examination in any subject is a matter of completing a subject rather than length of time a subject is studied.

6. The county school superintendent shall require that there be submitted along with the eighth grade examination a transcript of the report for the year (or a transcript of the class work for the year) of each candidate for the eighth gade diploma. The examiner should refer to those standings and take them into consideration in doubtful cases, but the examination should still remain the determining factor.

7. The standings of eighth grade pupils from other states

shall be acceptable in the State of Washington, provided the grades are on a state eighth grade credential.

THE FOLLOWING DIRECTIONS SHOULD BE NOTED

1. Full details of the examination will be sent out from the county superintendent's office in due time.

2. The subjects to be given in January, 1933, are spelling and geography for all regular eighth grade pupils and Physiology for the eighth grade pupils who may have failed to receive a grade of 80 per cent or above in this subject.

3. No seventh grade pupil will be permitted to take the examination in Physiology until May.

4. No other questions will be sent out in January except by special arrangements concerning pupils who are making up deficiencies.

5. Agriculture should not be taught until the second half year, following Geography. See State Course of Study, pages 13 and 644. It is expected that each course will cover the general unit and at least two of the specialized units.

6. No written review of a Reading Circle book will be required, as all but two of these books are bases for examination questions.

7. Eighth grade pupils are required to have read six of the adopted Reading Circle books listed.

8. Seventh grade pupils are required to read four Reading Circle books.

9. In Agriculture grade pupil's description of his garden, etc., on basis of 50 per cent and place this grade on his paper in Agriculture.

10. Place pupil's grade in Oral Reading on his paper in Reading.

11. The time of the examination in a subject should be limited to two hours.

12. Teachers will not explain the meaning of questions.

13. Questions must be distributed according to the printed program.

14. Pupils writing on the examinations are to continue in school until the end of the term.

15. Provide Reading Circle books early in the school year so each child may have read his required number before examination.

16. Determine at the beginning of school year the subject which each eighth grade child must write on. The county office will assist you in checking the files.

LEWIS COUNTY PROGRAM FOR EIGHTH GRADE EXAMINATION

January, 1933—Geography, Spelling, Physiology (if not completed in the seventh year).

May and June, 1933—Penmanship, Arithmetic, Grammar, History, Reading, Agriculture, Geography, Spelling and Physiology.

Seventh and Eighth Grade Reading Circle Books

Reading Circle books adopted by the State Board of Education for the period beginning September 1, 1932, and ending August 31, 1933.

If unable to obtain Reading Circle books from your local dealer, they may be secured from John W. Graham and Company, Spokane and Seattle; Lowman and Hanford Company, Seattle, or J. K. Gill Company, Portland.

EIGHTH GRADE READING CIRCLE

1932-1933

(Six Required)

NOTE: Books starred (*) are new. Other titles are retained from last year.

1. This Singing World: Untermeyer.....Harcourt
*2. Thomas A. Edison: Miller.....Winston

(Required for History)

3. Lindbergh Flies On: Reeves.....McBride
4. A. Lincoln: Lockbridge .....World
*5. Java Ho!: Fabricius .....Coward-McCann
6. Before the Covered Wagon: Parish.....Metropolitan
*7. Heroes of Civilization: Cottler and Jaffe.....Little, Brown
8. Junior Home Problems, Book I: Kinyon-Hopkins.....Sanborn

(Required for Home Economics)

9. Log Cabin Lady: Anonymous .....Little, Brown
*10. The Green Hand: Chapman .....Lippincott

(Required for Agriculture)

11. The Pathfinder: Evans .....MacMillan
12. Courageous Companions: Finger .....Longmans
13. The Witness Tree: Wire .....Crowell
*14. Our Farm World: Ulrich .....Longmans
15. The Roll Call of Homor: Quiller-Couch.....Nelson
*16. Forest Facts for Schools: Pack and Gill.....MacMillan
17. Tad: Jay .....Wilde
18. Linnet on the Threshold: Raymond.....Longmans
19. The Painted Arrow: Gaither.....Macmillan
*20. Mountain Girl: Fox.....Little, Brown
21. People and Music: McGehee.....Allyn and Bacon
22. Things Any Boy Can Make: Leeming.....Century
23. Made in America: Smith.....Knopf
*24. The Golden Star of Halich: Kelly.....Macmillan
25. Hobbies for Girls: Gibbard.....Lippincott

SEVENTH GRADE READING CIRCLE

(Four Required)

1. A Boy Scout With Byrd: Siple.....Putnam
2. The Turned-About Girls: Dix.....Macmillan
*3. Story of Health: Holway.....Harpers

(Required for Hygiene)

4. Washington, D. C.: Fox.....Rand, McNally
5. The New Pioneers: Wade.....Little, Brown
*6. Our Pacific Possessions: Thompson .....Scribners
7. Young Pioneers on Western Trails: Kneen.....Stokes
*8. Try All Ports: Whitney .....Longmans
9. Wings Over Land and Sea: Pollock.....Lowman Hanford
10. Sergeant York: Skeyhill .....Winston
*11. Lucretia Anne on the Oregon Trail: Plowhead.....Caxton
*12. Asia: Thomas ..... Bobbs-Merrill
13. The Poetry Book Number VII: Huber, Bruner; Rand, McNally
14. Rusty Ruston: McNally ..... Longmans
15. Notable Events in the Making of America: Scott....Lippincott
*16. The Mystery Cross: Hadath ..... Stokes
17. Ernest, the Policeman: Beaman.....Oxford

Reference Works

Great care should be used in the purchase of necessary reference works. The Lewis County Board of Education has made the following recommendations:

1. If but one set is to be purchased in an eighth grade school, "The World Book" is recommended.

2. If but one set is to be purchased in a school of the lower grades, "Compton's Pictured Encyclopedia" is recommended.

3. If two sets can be afforded, "Compton's Pictured Encyclopedia" should be secured for grades to and including the fourth grade, and "The World Book" for the grades above the fourth.

Reading

READING—WORK-PLAY BOOKS BY GATES-HUBER

The underlying theory is that reading should not be conceived as an isolated mental activity. Reading should not be thought of as an activity that can be safely divorced from other activities which children enjoy and from which they learn. It is not a subject all in itself. It should not be separated from the rest of life. On the contrary, reading should be made an intrinsic part of a child's life and experience. It should become a means of furthering many other worthy activities and of satisfying many other interests. It should help the development of other abilities and be helped by them. Reading should, in short, become an intrinsic part of a well-rounded, interesting, and fruitful child life. This is the first aspect of the educational theory underlying this course. The types of activities essential to a well-rounded life are: Linguistic, Dramatic, Artistic, Exploratory and Constructive. (Page 2, Work-Play Manual).

The viewpoint of primary reading has shifted somewhat from emphasis on the mechanics of reading for its chief objective, to emphasis on meaning, thereby developing desirable attitudes, habits and skills involved in both oral and silent reading.

Reading is the most important subject during the child's first three years of school life. If the primary reading is well taught every other subject is within the child's reach. Without the mastery of reading, the child is bound to fail in all school work.

The General Aims Should Be:

1. To create an interest in books.
2. To stimulate a desire to participate in reading activities.
3. To develop ability to recognize and pronounce new words.
4. To develop reasonable skill in oral and silent reading.
5. To provide for individual differences.

MATERIALS

Check over your materials with the suggestive book list which will be mailed to you at the beginning of the school year. Make sure that your Pre-Primer and Primer supply is sufficient and in good condition.

1. Work-Play Primer, Peter and Peggy.
2. Work Books to accompany Primer and First Reader—one for each child.
3. Work-Play Dictionary, desk copy.
4. Tagboard, Crayolas, Paste, Scissors, Butcher Paper, etc.
5. Work-Play Manual.
6. Rubber Stamp Outfit (Printing Outfit).
7. Work-Play First Reader.

Adopted Readers—Eight Primers and First Readers required as a minimum in this grade. Books to be taken up in the following order: Work-Play Primer, Workbook, Fact & Story Primer, Path-

way to Reading Primer, Bolenius Primer, New Barnes Primer, Workbook for first reader, Work-Play First Reader, Fact and Story First Reader, Pathway to Reading First, Bolenius First, New Barnes First, Children's Own Readers First.

THE FIRST PERIOD—PREPARE FOR READING

PRE-PRIMER

Length of time depends upon ability and experience of pupils. Generally three to five weeks. "No child should begin reading in the text until he has a sense of the significance of reading." Storm & Smith.

This is the most important period in the first grade reading. The habits that are to endure must be established here.

1. The work of this period is to be presented by co-operative stories taken from the child's experience. Refer to your Work-Play Manual, pages 110-127. State Course of Study, pages 43-51.

2. Refer to Work-Play Manual, page 60, for suggested activities. for the first day. State Course of Study, pages 44-45.

3. Develop co-operative stories from the children's experience. Refer to State Course, pages 209-10. The teacher should lead the pupils to compose suitable sentences and present them from the blackboard.

4. Print the story from the blackboard on tagboard in duplicate. One to be used as a chart with suitable pictures pasted thereon. The other should be cut into sentences first, later into phrases.

5. Vocabulary.

   a. Have definitely in mind the vocabulary you are building each day. Use as a guide the word list on page 127 of your manual. This is the vocabulary you will need to start the work of the primer.

   b. Keep a record of words and phrases used in these co-operative stories so as not to present too many new words outside of the primer vocabulary. It is not necessary to present for mastery all of the words used in co-operative stories.

   c. Use judiciously the sentence and phrase drills as a game element to maintain interest as found on page 138 of the manual. Often these games are "time killers." Sentence and phrase drills can be accomplished more effectively through silent reading, seat work, or written directions for hand work.

   d. Word drill may be developed through additional co-operative stories or sentences.

6. Very little oral reading should be attempted in this early work except from the co-operative stories.

THE SECOND PERIOD—INITIAL PERIOD OF INSTRUCTION. PRIMERS AND FIRST READERS

1. Readiness for this period is determined by the ability of the group.

2. Determine readiness for reading before beginning Primer work. Practical tests for readiness are given on page 56 of your manual.

3. Workbook must always precede the reader. The child should complete the first nine pages of the Workbook before taking up Peter and Peggy.

4. Daily lessons plans are given in Chapter Eight of Manual. The introduction of the workbook is given on page 153, and the introduction to the Primer on page 160.

5. Development of phonics by Work-Play Method:
   a. Defects of usual method, page 20 of Manual.
   b. Methods of developing phonic abilities, page 29 of Manual
   c. Some advantages of the intrinsic method, page 32 of Manual.
   d. Optional phonetic work, page 34-41 of Manual.
   e. Phonograms introduced during the first year, page 41-43 of Manual.
   f. Study carefully the explanation of phonics as given in the State Course of Study, pages 56-59.

6. Reading attainments for grade one may be found on page 62 of State Course.

7. Supplementary Reading Lists:
   a. Work-Play Manual, pages 72-74; 148-149.
   b. State Course, pages 61-62.
   c. Lists mailed from County Office.
   d. Suggested library lists: 1930, 1931, 1932.

8. Seatwork is very important. Often it is merely busy work and does not lead to real teaching. The use of Work-Play workbooks provide work that correlates with the reading. Excellent suggestions may be found in State Course, pages 53-55.

9. Read carefully the introduction in State Course, pages 24-45, noting the following:

   a. General Objectives, page 25.
   b. Reading Periods, page 26.
   c. Individual Differences, page 27.
   d. Tests, oral and silent reading, page 27.
   e. Diagnosis and Remedial work, page 29.
   f. Percent of oral and silent reading, page 34.
   g. Habits, skills, and attainments, page 35.
   h. The Library, pages 39-40, 59-61.
   i. Dictionary work, pages 41-43.
   k. Seat work, pages 53-55.

THE THIRD PERIOD—The Period of Rapid Growth in Fundamental Habits, Attitudes, and Skills. Grades Two and Three.

SECOND GRADE

Minimum Requirement, eight books. Give an abundance of reading in this grade. Children learn to read during the first year in order that they may later read to learn.

Adopted Books—Taken in the following order: Work-Play, Fact and Story, Pathway to Reading, Workbooks for Work-Play Readers.

Supplemental List—Bolenius, Everyday Classics, Study Readers, New Barnes, Children's Own Readers, Billy Boy on the Farm, Building My House of Health, The World of Living Things, The Poetry Book.

Library Reading—A reading table with books of varied types. See Social Science list, page 214, also State Course, pages 75-80.

Procedure—See outline for first grade as the work of this grade is a continuation of the work of the first year.

1. Review some of the work of first grade.
2. Prepare for each lesson in "Friendly Stories" by use of the lessons in the Workbook.
3. Phonics: Review work of last year and continue to teach new phonograms as listed on page 39 of Manual. Teach phonics as the need for them arises.
4. Oral reading in this grade should only be done when there is a real motive for doing so.
5. Seatwork: Carefully directed silent reading. Note pages 67-69, of State Course. Workbook should precede the use of reader in each lesson.

Attainments: (See State Course, page 75):

1. Ability to read with a fair degree of independence.
2. To stand and hold a book correctly and read to an audience.
3. Read silently to answer questions.
4. Increase the span of recognition.
5. Reading Minimum, eight books in this grade.

THIRD GRADE

Minimum Requirements, Six Books. Review one Second Reader before taking up the regular text in third grade.

Adopted Books—Taken in the following order: Work Play, Fact and Story, Pathway to Reading, Workbook for Work Play Readers.

Supplemental List—Bolenius, New Barnes, Everyday Classics, Study Readers, Elson, Children's Own Readers, Road of Health to Grown Up Town, In Kimona Land.

Library Reading—Same as for Second Grade.

Procedure:

1. Proceed as outline for second grade, increasing the dif-

ficulty of the material enough to be a challenge to third grade ability.

2. Phonics: Some phonetic training will be necessary, especially for pupils who have not had a good background in the mechanics of reading. Be sure that the phonics used are closely related to their reading. Refer to Manual, pages 30-38, also State Course, page 74.

Attainments:

1. Favorable attitude toward study .
2. Ability to read factual material thoughtfully and rapidly.
3. The habit of consulting books containing factual material.
4. Mastery of the mechanics of reading such as the pronunciation of new words phonetically, speed requisite for third grade, and ability to spell words common to his vocabulary.

THE FOURTH PERIOD—The Period of Wide Reading to Extend and Enrich Experience. Grades Four, Five and Six.

FOURTH GRADE

Minimum Requirements, Six Books, to be taken up in the following order: Fact and Story, Pathway to Reading, Bolenius.

Supplemental List—Everyday Classics, Elson, New Barnes, Children's Own Readers, Study Readers, Age of Discovery, New World Settlement, Lincoln.

Attainments:

1. Ability to read effectively to an audience.
2. Ability to read with a reasonable rate and comprehension.
3. Ability to locate words in dictionary.
4. Ability to grasp the thought of long phrase units.

Follow objectives and methods in State Course, pages 81-91.

FIFTH GRADE

Minimum Requirements, Four Books, to be taken up in the following order: Fact and Story, Pathway to Reading, Bolenius.

Supplemental List: Everyday Classics, Study Readers, Children's Own Readers, Lincoln, Elson.

Follow the objectives and methods in State Course, pages 81-91.

Silent Reading is discussed in detail on page 81, State Course. The amount of time for silent reading is discussed on page 34 of State Course.

SIXTH GRADE

Minimum Requirements, Four Books, to be used in the following order: Fact and Story, Pathway to Reading, Bolenius.

Supplemental List: Everyday Classics, Lincoln, Children's Own Readers, Elson.

Silent Reading should be emphasized in this grade as in the preceding grade. See State Course, page 81.

THE FIFTH PERIOD—The Period of Refinement of Specific Reading Attitudes, Habits and Tastes. Grades Seven and Eight.

SEVENTH GRADE

Minimum Requirements, Four Books. The following order should be followed: Fact and Story, Everyday Classics, Reading and Living.

Supplemental List: Reading and Literature, Lincoln, Elson.

Silent Reading, to improve speed and comprehension should receive constant attention, and special help to those who are below standard. Graphs and charts should be kept to show individual gains. The teacher may find some excellent devices of this nature in Reading and Literature.

Follow State Course, pages 91-108.

EIGHTH GRADE

Minimum Requirements, three books. The following order should be followed: Fact and Story, Everyday Classics, Reading and Living.

Supplemental List: Reading and Literature, Lincoln, and Elson.

Silent Reading, to improve speed and comprehension to receive special attention and help given to those below standard. Graph and charts to show individual gains are most helpful in keeping up interest. Excellent devices may be found in Reading and Literature. Follow State Course, pages 91-108.

Tests and Measurements

READING:

1. New Stanford Reading Tests, Grades 2-3, Grades 4-9, World Book Company, Chicago, Illinois.
2. Standard Test Lessons in Reading, Grades 2-7. Bureau of Publication, Teacher's College, Columbia University, New York City.
3. Gates' Silent Reading Tests, Grades 3-8. Teacher's College, Columbia University, New York City.
4. Haggerty Reading Examination, Grades 1-3 and Grades 6-12. World Book Company, Chicago, Illinois.

ARITHMETIC:

1. New Stanford Arithmetic Tests. World Book Company, Chicago, Illinois.
2. Curriculum Tests in Arithmetic Processes, Grades 3-8. John C. Winston Company, Chicago, Illinois.
3. Monroe Diagnostic, Public School Publishing Company, Bloomington, Illinois.
4. New Stanford Achievement—All Subjects. World Book Company, Chicago, Illinois.

(Samples may be found at County Office.)

Arithmetic

Refer Frequently to Pages 179 and 180 of the State Course.

FIRST GRADE

Much time is wasted because children in the second grade are plunged into the learning of abstract number combinations without the proper concrete conception of numbers. As a result, even though they seem to memorize the combinations, they do not know their meaning, and when they forget them, they resort to faulty methods of manipulation, such as counting, skipping, and many other bad practices, making computation slow and inaccurate.

State Course, pages 183 for activities for first grade. Number Stories may be used last half of year.

ATTAINMENTS:

1. Ability to recognize groups of objects to five without counting.
2. Ability to count to 20 or beyond if needed in school activities.
3. Ability to measure quantities used in school work.
4. Ability to read numbers as necessary to locate places in books and to follow directions for construction work.
5. Ability to write legibly the number symbols to ten.
6. Ability to recognize and name the coins in United States money.
7. Ability to comprehend one-half, one-third, and one-fourth in construction or directions.

SECOND GRADE

Text: Strayer-Upton, Arithmetic for Lower Grades, Chapter I.

No text is used except in the hands of the teacher. Formal number work should begin in earnest in this grade. Make the work as concrete as possible by the use of objects, but not to the extent that pupils feel that they are a necessity.

Follow State Course, pages 184-187. Also see needs for first grade, page 183. Number Stories may be used in this grade, correlating it with reading.

ATTAINMENTS:

1. Read and write numbers to 200.
2. Count to one hundred by two's, five's, and ten's.
3. Group objects by two's, three's, four's, and five's.
4. Read United States money; Roman Numerals, and Time.
5. Use vocabulary necessary for this grade. See State Course, page 184.
6. Know the addition and subtraction facts given in the State Course.
7. Ability to do one step oral problems.
8. Habit of accuracy and neatness.

Look to the State Course, page 185, for the combinations and the order they are to be taught.

THIRD GRADE

Text: Strayer-Upton, Arithmetic for Lower Grade, Chapter II and III. Follow the State Course, pages 188-190.

An inventory test should be given to discover which of the facts in addition and subtraction have been thoroughly learned. The addition and subtraction facts should be mastered before going into the work of the third grade.

Note that the order of multiplication and division facts are taught on Page 189 of the State Course.

ATTAINMENTS:

1. Ability to count by three's and four's to one hundred.
2. Ability to read and write numbers to 10,000.
3. Ability to use correctly the new vocabulary of this grade.
4. Ability to use the measurements taught.
5. Ability to add columns of three or more digit numbers with carrying.
6. Ability to subtract numbers with borrowing.
7. Ability to multiply three digit numbers by one digit.
8. Ability to divide three digit numbers by one digit.
9. Ability to handle as fractions the division facts.
10. Ability to recognize and write the Roman numerals to thirty.
11. Ability to solve simple one-step problems involving the fundamental facts learned.
12. Habit of proving all work.
13. Habit of estimating answers to all problems that can not be solved mentally.
14. Habit of keeping graph to show improvement in work.

FOURTH GRADE

Text: Strayer-Upton, Arithmetic for Lower Grades, Chapters IV and V. Follow State Course, pages 190-193.

Fundamental processes must be well mastered before taking up the new work of this grade, principally division. Note the method for teaching long division in the State Course, page 191, as well as your text, pages 204-205.

ATTAINMENTS:

1. Ability to handle all fundamental operations with accuracy and reasonable speed.
2. Ability to divide, using long division form.
3. Ability to read and write Roman numerals to thirty.
4. Ability to solve practical problems of fourth grade level.
5. Ability to use accurately the vocabulary of the grade.
6. Ability to use the units of measure and to solve related problems.
7. Ability to tell time.
9. Habit of steady improvement in accuracy and speed.

All instructions must lead to the ability to solve problems. A definite technique of problem solving should be gradually developed.

FIFTH GRADE

Text: Strayer-Upton, Arithmetic for Middle Grades, Chapters I and II. Follow State Course, pages 193-196.

Review work of Fourth grade by using the Improvement tests given in your text and supplementary tests. Reteaching and drill should be supplied as needed.

Much of the time spent in this grade is working for the mastery of fractions. Note the order of the different steps in taking up fractions in the State Course, pages 194 and 195.

ATTAINMENTS:

1. Mastery of all fundamental operations, including long division.
2. Ability to measure accurately, using the units of measure taught.
3. Ability to solve practical problems involving the denominate terms.
4. Ability to use fluently the vocabulary of the arithmetic of this grade.
5. Ability to add, subtract, multiply, and divide with precision, fractions and mixed numbers.
6. Ability to keep simple accounts and perform simple business operations.
7. Ability to solve practical problems involving denominate numbers and fractions.
8. Habit of doing neat and accurate work in arithmetic.
9. Habit of checking all answers.
10. Habit of keeping a record of progress by means of a graph.

SIXTH GRADE

Text: Strayer-Upton, Arithmetic for Middle Grades, Chapters III and IV. Follow State Course, pages 196-199.

The main subjects in the sixth grade are decimals, the beginning of percentage, and denominate numbers.

Importance of decimal fractions is recognized more each year. The reduction of common fractions to decimals, and decimals to common fractions will help to make clear the meaning of both kinds of fractions.

ATTAINMENTS:

1. Ability to use with ease and accuracy all fundamental facts and operations.
2. Ability to use the units of measure taught and to solve practical problems involving these units.
3. Ability to use accurately the vocabulary of arithmetic for this grade.
4. Ability to manipulate decimal fractions as needed.
5. Ability to handle percentage as it applies to business practice.

6. Ability to attack systematically and to solve practical problems appropriate for this grade.
7. Habit of doing neat and accurate written work in arithmetic.
8. Habit of keeping a record or graph to show progress.
9. Habit of checking own work.

For practical uses of these different processes, note the suggestions given in the State Course, pages 192 and 198.

SEVENTH GRADE

Text: Strayer-Upton, Arithmetic for Higher Grades, Chapters I and II. Follow State Course, pages 199-201.

Since seventh grade work stresses the application of arithmetic, careful review of fundamentals and methods should be given to ascertain weak points of pupils.

Follow your text closely but give much supplementary work. Suggestions are given in the State Course, pages 199 and 200.

ATTAINMENTS:

1. Ability to perform the fundamental operations in whole numbers, fractions, decimals, and denominate numbers with accuracy and speed.
2. Ability to use the principles of percentage in practical problems dealing with interest, profit and loss, commission, banking and insurance.
3. Ability to perform simple business transactions, such as purchasing goods at a store, opening a bank account, writing checks and notes.
4. Ability to represent data by use of graphs.
5. Ability to use practical measurements based on home experiences.
6. Ability to solve problems appropriate to this grade.
7. Habit of checking the accuracy of all computations.
8. Habit of keeping a graph to show progress.

EIGHTH GRADE

Text: Strayer-Upton, Arithmetic for Higher Grades, Chapters III and IV. Follow State Course, pages 201-203.

See that past skills are mastered before taking up new work. Provide for individual needs in review drills. Special emphasis on the review of the four processes of fractions and decimals, the three cases of percentage, and measurement.

ATTAINMENTS:

1. Ability to apply with skill and accuracy all fundamental operations.
2. Ability to follow the method of attack in solving new problems.
3. Ability to find the area of simple plane surfaces.
4. Ability to find the volume of simple solids.
5. Ability to extract square root.
6. Ability to perform ordinary business operations.

7. Ability to solve problems by equations.
8. Familiarity with the principles of the metric system.
9. Skill in manipulating the three cases of percentage.
10. Ability to make and read graphs.
11. Ability of solving problems appropriate to this grade.
12. Habit of checking the accuracy of all computations.

Workbooks

The following list of workbooks are recommended by the county office and may be supplied by any of the book houses:

	Grade	List Price
USE WITH BASAL TEXTS.		
Workbook for Work-Play Primer	1	.32
Workbook for Work-Play First	1	.32
Workbook for Work-Play Second	2	.24
Workbook for Work-Play Third	3	.24
USE WITH CO-BASAL TEXTS.		
Workbooks for Fact and Story Primer	1	.28
Workbooks for Fact and Story First	1	.28
Workbooks for Fact and Story Second	2	.28
Workbooks for Fact and Story Third	3	.28
ARITHMETIC		
Workbooks for Strayer Upton Arithmetic	3-4	....
Primary Pad by Robertson and Rugg	1	.36
Primary Pad by Robertson and Rugg	2	.40
Workbooks by Ruch-Knight-Studebaker	3-8	.36
LANGUAGE		
Practice Units in English (Denny and Skinner)	3-6	.32
Practice Units (Denny and Skinner)	7	.40
Practice Units in English (Denny and Skinner)	8	.48

(Samples may be found at County Office)

Language

The general aim of teaching Language and Grammar is to train the pupils in oral and written language, so that the principles learned will be applicable to life's needs.

The Hosic-Hooper American Language Series, consisting of six books in the new adopted text. The first six grades emphasize Language habits. Grammar is emphasized in the seventh and eighth grades. The more technical phase of grammar is stressed in the new adopted English texts for the ninth grade.

Each lesson in the series is made up of five distinct parts which may be modified to meet the needs of different classes. These parts are: Orientation, or setting a definite purpose for the lesson; Silent reading; Testing the Reading; Discussion and the Activity. Each experience is made a thinking experience.

Much opportunity is given for individual work and needs of individuals. "The Composition Scales" in each series give much help in setting standards for your grade. Supplementary material may be found for each grade in the back of each text.

FIRST GRADE

Language work should correlate largely with reading. Dramatize stories and rhymes studied in reading classes.

The work of the first grade should be mostly oral. See State Course, page 117, for material and outline.

ATTAINMENTS:

1. To enlarge vocabulary by informal conversation.
2. To fix better habits of speech.
3. Let much of the language work grow out of the preparation for special days, as Thanksgiving and Christmas.
4. Memorize at least one poem a month. See list in State Course, page 152.
5. Introduce use of capitals and the period.
6. Develop a sentence sense.

SECOND GRADE

Language work to correlate with reading. Nature study and art. See State Course, page 121, for material and suggestions.

Four-fifths oral and one-fifth written.

ATTAINMENTS—Oral:

1. Reproduction of stories and rhymes.
2. Work for elimination of speech errors.
3. Development of sentence sense.
4. Informal conversations about school and community centers.
5. Study of pictures and poems.
6. Work toward vocabulary building.
7. Use of seasonal material for language work.

Written:

1. Two or three short simple sentences.
2. Teach punctuation, capitalization, indentation, as need arises.
3. Dictation and copy exercises.
4. Writing simple notes or letters.

THIRD GRADE

Text: Hosic-Hooper, Book I.

Four-fifths of the work is oral (See State Course, pages 122 and 123). Correlate with Reading and Nature Study.

ATTAINMENTS—Oral:

1. Develop ability of children to talk freely before a class.
2. Oral reproduction of stories told by the teacher or read by the class.
3. Teach children to think a story through before telling it.
4. Develop a consciousness of good English.
5. Descriptions of pictures studied in class.
6. Memorization of one poem a month. See list in State Course, page 154.

Written:

1. To develop power to write three or four short, clear, related sentences.
2. Teach the simple mechanics of writing as the need arises. See that these mechanics become habits.
3. To train pupils to copy correctly from the blackboard or book, and to take dictation.

To make the written work a natural outgrowth of the oral work.

Refer frequently to the Composition Scale for third grade, pages 178 and 179 of the text. Games occur often in your text.

FOURTH GRADE

Text: Hosic-Hooper Series, Book II.

Three-fourths of the time is given to oral work. Follow State Course, pages 129. Correlate the language work of this grade with each recitation in other subjects.

ATTAINMENTS—Oral:

1. To maintain correct practice in posture.
2. To develop habit of speaking distinctly enough to be heard by all of the class.
3. Develop habit of using correct language forms.
4. To use the dictionary effectively.
5. To develop the ability to relate an experience, give directions, clearly, reproduce stories in orderly sequence using five or six sentences.
6. To recite poems.

Written:

1. To develop skill in using mechanics of written composition, especially in writing a short, friendly letter.

2. To write a paragraph from dictation correctly.

3. To develop ability to write a paragraph of four or five related sentences, using good form, correct capitalization and correct punctuation and spelling.

Refer to the Composition Scale in the back of your text. Supplementary material may be found there, too. Drill work is frequently used with games in this grade. For more supplementary material the teacher may use a copy of the New McFadden Series.

FIFTH GRADE

Text: Hosic-Hooper, Book III.

Three-fifths of the work of this grade to be oral. Follow the general outline of the State Course, page 133.

ATTAINMENTS:

1. Knowledge of work taught in previous grades.
2. Drill in standing before class and giving oral compositions.
3. Increasing vocabulary.
4. Use of Direct quotation and address.
5. Use of plurals for grade.
6. Contractions and possessives.
7. Capitals and punctuation marks.
8. Correct use of verbs and pronouns.
9. Memorization of poems.
10. Writing simple business and friendly letters.

Use frequently the Composition Scales found in the back of the text. For more supplementary material the teacher may use a copy of the New McFadden Series.

SIXTH GRADE

Text: Hosic-Hooper, Book IV.

Follow the State Course, page 137, for additional suggestions. The making of original problems in arithmetic and health work may well be correlated with the Language work of this grade. Two-thirds of the work should be oral.

ATTAINMENTS:

1. Continued oral compositions. Consult State Course, pages 257-261 for some good composition forms.
2. Correct use of irregular verbs and pronouns.
3. Use of plurals of nouns.
4. Pupils should develop ability to write naturally and correctly a paragraph of five or six sentences.
5. Making of simple outlines and writing of letters.
6. Memorization of poems.
7. Recognition of one's own errors.

Use the Composition Scales frequently for measuring the ability in composition found in the back of the text. For more supplementary material the teacher may use a copy of the New McFadden Series.

SEVENTH GRADE

Text: Hosic-Hooper, Book V.

One-half of the time given should be oral. Follow general outline of State Course, pages 142-145. Use New McFadden as supplementary text.

ESSENTIAL OUTCOMES:

1. To write with fair ability an original paragraph.
2. To write interesting friendly letters in correct form.
3. To write business letters in correct form.
4. To write a paragraph with reasonable speed from dictation.

GRAMMAR:

At the end of the seventh grade a pupil should have mastered the following facts in grammar. These are to be presented functionally as the needs arise in oral and written composition.

1. Sentence: Classification as to meaning, classification as to form, elements of a sentence.
2. Parts of speech.
3. Analysis of simple sentences.

Diagraming is a convenient device but it should not be looked upon as an end of language teaching, nor should it take the place of verbal analysis.

EIGHTH GRADE

Text: Hosic-Hooper, Book VI.

One-half of the time should be given to oral work. Follow method and outline as given in the State Course, pages 139-142.

ESSENTIAL OUTCOMES:

1. To write a short composition within his knowledge, using correct punctuation and capitalization.
2. To write reasonably well from dictation with speed.
3. To write interesting, friendly letters.

GRAMMAR:

1. Master classification of sentences as to meaning.
2. Master classification of sentence as to form.
3. Thorough knowledge of the elements of a sentence.
4. Recognize and define the parts of speech.
5. Simple construction of nouns and pronouns—case forms.
6. Conjugation of verbs in the Active Voice—Indicative Mood.

ORAL ANALYSIS:

Continue analysis of simple sentences as in the seventh grade and add the analysis of complex and compound sentence.

Geography

Geography teaching becomes more important each day. We must acquaint the children in our schools with the conditions that influence the lives of people in this country and in other countries of the world, to the end that we may develop citizens who will sympathize intelligently with all the peoples of the world. We must be training our children to be broad minded American citizens.

Geography in the first three grades should be taken up as one of the Social Science subjects. It is so closely related to history and nature study that the child gains a more general knowledge by studying geography in correlation with other subjects.

"Geography for Beginners" and "First Lessons in Geography" should be used as a part of the Social Science course in the third grade. If the program does not permit time for a separate course in geography, these books may be used as silent reading material. Emphasis should be placed on class discussion and activity that will give center and clarify it.

In order to fully understand the emphasis of any one year's work the teacher should familiarize herself with the order of the geography course throughout the grades. See pages 209 and 237 in State Course of Study.

Refer to State Course, page 236 and 317, for additional material and equipment such as, References for books and pictures, directions for making maps of different material and where to find current material.

An excellent Bibliography for supplementary geography reading is given in each grade of the State Course. Any of these books may be used in place of the ones suggested for each grade given below.

FOURTH GRADE

Text: Introduction to World Geography—Knowlton.

Follow State Course, pages 242, 252.

Fourth grade geography aims to lay a foundation for future work in the subjects. It should develop a growing understanding of all the relation between the physical environment of man and the influence of this environment on man's activities.

Pupils should have acquired ability to locate points on a map or globe, know the names of the continents, and oceans, and be able to locate them. They should have a general idea of the areas that produce man's four great needs, food, clothing, shelter, and fuel, also a general knowledge of the process of preparing these needs for man's use.

Use the helps and suggestions provided in your text. Read: One of Chamberlain's books, if time will permit. (See textbook list).

FIFTH GRADE

Text: Dodge-Lackey, Elementary Geography.

Follow State Course, pages 252-261.

Fifth Grade Geography is developed from the standpoint of industries and resources. Special emphasis on the study of North America should be made in the grade and world wide type studies. Children should be able to know how to reach these other countries, and the products and industries of each.

Use the problems, questions, and "things to learn," suggested in text. Use map work as to location of principal cities, rivers, mountains, etc., in connection with the study of each country.

The attainments for this grade will be found on page 260 of the State Course. The work in the Elementary Geography correlates very closely with the State Course for fifth grade.

Read: "Travels in Many Lands—South America," by Franck.

SIXTH GRADE

Text: Dodge-Lackey, Advanced Geography with Washington Edition.

Study the text using the outline in the state course, page 262. Make use of the "Related Problems" given in the text for supplementary work. The aim of the work in this grade is to provide a thorough knowledge of the geography of the United States, the essential facts about Latin America, Canada, the foreign possessions of the United States and South America.

Read: "Travels in Many Lands—Mexico," by Franck.

Refer to "Emphasis for Study" after the study of each country.

SEVENTH GRADE

Text: Dodge-Lackey, Advanced Geography with Washington Edition.

The Continents of Europe, Asia, Africa and Australia are taken up in this grade. They are taken up from a more human standpoint, so that pupils will understand the conditions under which different people live. Your State Course gives a detailed outline on pages 284-305 of the specific phases to be taken up in each country. Also follow closely suggestions and helps given in your text.

Refer to the study emphasis found in your State Course following the study of each country.

Read: "Travels in Many Lands—Japanese," by Franck, also "Our National Parks," by Rolfe.

EIGHTH GRADE

Text: Dodge-Lackey, Advanced Geography with Washington Edition.

Follow outline as given in State Course, page 304.

Begin your year's work with the study of the state of Washington. A world study of resources, industry and trade will constitute a review of the geography of the sixth and seventh grades. Geography is completed at the end of the first semester and Agri-

culture will be given the last semester of the eighth grade.

The human viewpoint should be so presented that the next generation may find geography a subject of every day usefulness in securing an understanding of the new world relations that are destined to become more complex and more vital as the years pass.

Read: "Our National Parks," by Rolfe.

History

History is of value to the extent that it explains the present and teaches us lessons in the conduct of life. It should be presented as a unit through all the grades so that a foundation is being laid for further study.

Life is the basis of all history. A study of the whole and worthy deeds of great men and women and the achievements of nations in any age, create desires for right living, service to society, and loyalty to one's country.

The adopted text should be supplemented by historical readers.

The State Course considers history for the primary grades under Social Science, page 205. It will be considered in the same manner in the Lewis County Course.

Read carefully the methods of instruction given on pages 322-325 of the State Course. Thoughtful lesson planning saves time and makes for efficiency and power.

FOURTH GRADE

No adoption has been made for history in this grade. However, since there are a number of excellent historical readers adopted it may be well to use these in this grade this year.

Follow the State Course for outline and method, pages 326-331.

Since the State Course takes up the period of adventure, discovery and exploration in America the following historical readers may be used in the order given: The Age of Discovery, New World Settlement, Colonial Life in America, Growth of the Colonies.

FIFTH GRADE

Text: Leaders in Making America, Gordy. First Semester to page 237. Second semester complete the book.

The history for this grade is almost entirely the study of biographies. The lives of these leaders should be related to a study of historical movements. Follow the suggestions in the State Course, pages 231-236.

Much time and attention should be given to teaching children how to study history and especially how to use text books to the best advantage. Good silent reading habits can well be developed here.

Pupils should be encouraged to tell about their supplementary reading. The State Course lists some good supplementary books on page 336.

SIXTH GRADE

Text: Our Nation's Heritage, Halleck; Our State of Washington, Fish.

The first twelve weeks of the sixth grade as outlined by the State Course is a brief history of Washington. "Our State of Washington" is used as a supplementary history for this work. Schools not having this text may start with the "Our Nation's Heritage," following the outline given in the State Course, pages 341-348 ,under the caption, Old World Background.

The work of this period covers those features of ancient and medieval history which explains either important elements of our civilization or shows how the movement for discovery and colonization originated.

SEVENTH GRADE

Text: History of Our Country—Halleck
First Semester to page 212.
Second Semester to page 334.

Read carefully the outline of Aims, Procedures, and Programs of the Work in the State Course, pages 348-365.

Very little time should be given to learning dates, memorizing individual discovery, colonial wars, etc. This time should be given to more extensive studies of really important questions in history. Lead the pupils to see how different economic and social forces helped to influence the movement of history; for instance, the relation of the cotton gin to United States history, the development of the railroad and its effect on the life of the people and the west.

Refer to the list of reference books on page 365 of the State Course for supplementary work.

Civics should be correlated with history. One or two periods per week should be given to civics in the seventh and eighth grades. See Civics Course for texts adopted.

EIGHTH GRADE

Text: History of our Country—Halleck.
Beginning on page 335, finish the text and review the entire book.

Supplementary material should be used freely along with your own text. The tropical outline on page 366 of the State Course will provide valuable help in stressing the main points to be brought out in this grade. Also note the standards of Accomplishment on page 374.

Civics should be correlated with history. One or two periods per week should be given to civics in the seventh and eighth grades. See Civics Course for texts adopted.

Health Education

The two most important elements in Education are training in moral character and the development of habits conducive to good health. These are the foundations in making the good and efficient citizen. The teacher who seriously considers her responsibility will pay much attention to character building and health education.

Check up carefully on the health habits of each child, and grade accordingly upon the report card. Health habits to stress: Drinks plenty of pure water; goes to bed early; sleeps with windows open; drinks not less than a pint of milk a day; drinks no tea or coffee; eats vegetables, fruit and cereals; brushes the teeth at least twice each day; uses tobacco in no form; exercises; takes a bath; comes to school with clean hands and face; clean finger nails; correct posture in sitting, standing and walking; at all times breathes with mouth closed; goes to bed at proper time.

While the relation of the child's weight to height and age is perhaps the best single index of general health and nutrition, the teacher should emphasize as of more importance the gain which the child makes rather than the particular weight which he may have at any one time. The type or nationality of an individual has much to do with weight in proportion to height.

Teachers should not exhibit the weights of those children who are either underweight or overweight before their classmates. This often leads to a personality complex.

Schools which do not have the texts given below for each grade may use some health reader in the first four grades. Look to the Supplementary List for others. (Do not purchase new books since new adoptions may be made next year).

At least one recitation per week should be devoted to health education. Make it a real health recitation.

FIRST GRADE

Text: Safety Hill to Health.

This Health Reader or any other first grade health reader you may have should be read during the last three months of school.

SECOND GRADE

Text: Building My House of Health.

Follow the standards required in the State Course and use "Building My House of Health" as a supplementary reader. Make the recitation a real health recitation.

THIRD GRADE

Text: The Road of Health to Grown-Up Town or Stories of Health and Happiness.

Use as a supplementary reader and have your recitation periods correlate with the State Course, pages 420-423.

FOURTH GRADE

Text: Healthy Living—Book I, pages 3-98.

FIFTH GRADE

Text: Healthy Living—Book I, pages 99-240.

SIXTH GRADE

Text: Healthy Living—Book II, pages 3-202.

SEVENTH GRADE

Text: Healthy Living—Book II, pages 203-391.
Text: Ritchies Primer of Physiology.
This subject is to be completed in the Seventh Grade and examination taken in May.
Note: See State Course of Study.

Spelling

Text: Correct Spelling, Boylan-Taylor. (See State Course page 164.

Two methods of administering the class instruction period in spelling are recognized: A method using each day's work as a unit, and a method using the week's work as a unit. The second method is here outlined.

A TEST AND STUDY METHOD WITH A WEEK AS A UNIT

Monday: Pronounce the list of words correctly and distinctly while pupils follow with books open. Have the class pronounce each word after you. Use in sentences those words about which there is any doubt concerning the meaning. With book closed, pronounce the words again for the pupils to write. The pupils are to understand that this test before studying is to determine just which words each needs to study. Instruct each pupil that if he is uncertain of the spelling of a word, to leave the space blank. Such omissions are to be considered as words of study. Have each pupil check his own work by the list in the spelling book.

Tuesday: Each pupil studies the words which he missed on Monday. Teach pupils to study according to the following procedure:

Suggested Procedure for the Study of Words:

Step I: The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly and looking closely at each sylabble as you say it.

Step II: With closed eyes try to see the word in your book, syllable by syllable.

Step III: Open your eyes and look at the word to see whether you have it right. If you did not, do step two again. Keep trying until you can see the letters correctly with closed eyes.

Step IV: Now write the word. See if it is right. If it is, cover it with your hand and write it again. If three trials are right you probably have the word learned. If you make a single mistake go through each step again. Study each word by this method.

Wednesday: Again pronounce the list of words used on Monday for all the pupils to write. Each pupil writes all of the words whether or not he missed words on Monday. In addition to the Monday list, the teacher pronounces the list of words used as the new list four weeks before. This provides for a continuous monthly review.

Thursday: The pupils study the words missed on Wednesday. If a pupil has missed no words, he may study some other subject or have the privilege of library reading.

Friday: Proceed as on Wednesday. The same new review lists are used. Words missed on Friday should be written correctly in the pupil's spelling notebook.

SPELLING NOTEBOOK

The words misspelled on Friday are kept in the pupil's individual notebook. A particular time should be set aside for this notebook work to be completed to prevent unmastered words from piling up. Spelling matches might be arranged using the words from the individual notebooks.

Each child should work on his own errors rather than the errors of the whole class.

A progress chart will help stimulate interest.

Teachers should insist on correct spelling in all written work.

Special Subjects

FINE ARTS AND INDUSTRIAL ARTS

Text: Industrial and Applied Art Books (See Adopted Text List).

For the art problems of the school room, read State Course, pages 580-582.

Very helpful suggestions as well as detailed outline of work for each grade may be found in the State Course, pages 574-608.

MANUAL TRAINING

Text: Industrial and Applied Art Books.

For method and outlines for each grade, see State Course, page 560.

Those who wish to each manual training to prepare their pupils for the examinations should use Shop Projects as a text. This course should be offered the last half of the eighth grade, after Geography is out of the way.

HOME ECONOMICS

Text: Household Arts for Home and School.

For detailed outline of units for eighth grade pupils, see State Course pages 505-518. Teachers may wish eighth grade girls to take this course in lieu of Agriculture.

AGRICULTURE

Text: Welton, Better Farming.

Follow the State Course, pages 644-657, for details and outline.

Agriculture should be given the last half of the year after Geography is out of the way. This will provide a lighter program, especially those schools which take the eighth grade examination.

The course is divided into the following units: General Berry Growing, Irrigation Farming, Wheat Raising, Livestock Raising, Poultry and Dairy. Complete the general unit and at least two other units most adapted to your community. The eighth grade examinations follow this same procedure.

Those who wish to receive credit for Home Project Work, see State Course, page 656.

MUSIC

Text: Music for Youth.

Follow the State Course for objectives, method and outline for each grade, pages 630-643.

PHYSICAL EDUCATION

Definite outline for physical education for each grade, consisting of songs, folk dancing, mass games, seasonal sports, and activities of various nature may be found in the State Course, pages 440-499. By the teacher actually supervising a recess period with mass games credit could be given for a part of the twenty minutes which the law requires to be given each day for physical education. Relaxation period of five minutes could be given twice during the day for the balance of the time.

WRITING

The Palmer System of Writing is the adopted system for Lewis County. The teacher should have books for each child. A copy of the 1931 Teachers' Manual for Palmer System and the American Handwriting Scale will be very valuable to every teacher. These supplies may be secured from A. N. Palmer Co., Portland, Oregon.

The success of your work will depend upon your own enthusiasm, the importance that you place upon the subject your method of presenting the material and your insistence upon the important phases of good writing—correct position, muscular relaxation, penholding, and movement. These should be used not only during the writing period but in all the written lessons throughout the day.

The Teacher's Manual outlines the work for each week. Do not spend too much time on the drill alone. This is too artificial and

often stifles the interest of the child. These exercises are only a means to an end. Practice on some word that uses the letters which you may be learning to write, especially in the book for grades seven and eight. The other books have these words.

Interest will be further stimulated if you have the pupils try to earn Palmer Method awards. Grade One—Silver Star Button. Grade Two—Gold Star Button. Grade Three—Palmer Method Button. Grade Four—Merit Button. Grade Five—Progress Pin and Improvement Certificate. Grades Six, Seven and Eight—Final Certificate. High Schools—Certificate of Superior Ability.

A grade of 85 per cent to 90 per cent will be given to eighth grade students who may earn an Improvement Certificate and 95 per cent or above for one who secures a final certificate in writing. Read carefully State Course, pages 174-178.

Reading Circle Books

Reading Circle Books adopted by the State Board of Education for the period beginning September 1, 1932, and ending September 1, 1933. If unable to obtain Reading Circle Books from your local dealer, they may be secured from the official depositories: John W. Graham, Seattle; the J. K. Gill Co., Portland, or Lowman & Hanford, Seattle.

FOR TEACHERS

1932-1933

1. State Manual.
2. Children's Literature: Curry-Clippinger.....Rand McNally
3. Teaching the Child to Read: Patterson.....Doubleday
4. Social Studies in the Primary Grades: Storm, Lyons & Carnahan
5. Reading Activities in the Primary Grades: Storm & Smith, Ginn
6. The Improvement of Reading: Gates.....Macmillan
7. Enjoying Poetry in School: Seely.....Johnson
8. Ways to Teach English: Blaisdell.....Doubleday
9. Studies in English: World Literature: Sperlin.....Century
10. The Improvement of the Assignment: Yoakum.....Macmillan
11. Our Health Habits: Whitcomb and Beveridge.....Rand McNally
12. The Laws of Health and How to Teach Them: Winslow and Wilson .....Appleton
13. The Human Habitat: Huntington. .....Van Nostrand
14. Health Horizons: Broadhurst and Lerrige.....Silver Burdett
15. Diagnostic and Remedial Teaching in Arithmetic Bruechner ..... Winston
16. Excursions About Birdland: Pollock .....Adelaide Lowry Pollock
17. Extra-Instructional Activities of the Teacher: Pulliam ..... Doubleday
18. The Psychology of High School Discipline: Pringle.....Heath
19. American Arts: Jackman .....Rand McNally

20. The Constitution Explained: Atwood.....Harcourt, Brace
21. Psychology of the Elementary School Subject: Reed.....Ginn
22. Research for Teachers: Buckingham.....Silver Burdett
23. Principles and Technique of Teaching: Thomas, Houghton Mifflin
24. The Marks of An Educated Man: Wiggam.....Bobbs Merrill
25. The American Road to Culture: Counts.....Day
26. The Child-Centered School: Rugg, Shumaker.....World
27. Modern Educational Theory: Bode.....Macmillan
28. How to Supervise: Kyte.....Houghton Mifflin
29. Rural School Administration: Butterworth.....Macmillan
30. An Athletic Program for Elementary Schools: Anderson..Barnes
31. Use and Interpretation of Educational Tests:
    Green and Jorgenson .....Longmans
32. The Teacher in the New School; Porter.....World
33. Manual of School Music: Rix.....Macmillan

DATES OF TEACHERS' EXAMINATIONS

Teachers' Examinations will be held at every county seat in the State of Washington during the school year of 1932-1933 on the following dates:

November 3, 4 and 5, 1932.

March 2, 3 and 4, 1933.

August 3, 4 and 5, 1933.

Applications for certificates must be made on proper blanks and filed with a county superintendent of the State of Washington.